

Lockport City School District
Grade 4 Process-Driven Culminating Task for Units 1 and 4 Aligned Rubric

Directions:

Writers will engage in research about a selected topic and produce a piece of informational text that reveals what they learned.

Successful writers will demonstrate:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented. **(W.4.2a-e)**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience **(W.4.4)**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **(W.4.5)**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **(W.4.6)**

Name: _____ Grade: _____ Teacher: _____

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED _____</p> <p>My writing is fascinating. It sparks my readers' curiosities.</p> <p>My message is meaningful and focused.</p> <p>I show rather than tell.</p>	<p>EXPERIENCED _____</p> <p>I know my stuff. People can trust what I am saying because I sound like an expert on this topic.</p>	<p>EXPERIENCED _____</p> <p>I grab the reader's attention right from the start, by creating a compelling situation, build interest throughout, and end in a way that satisfies the reader. I use transitions to move readers from one part of the text to another seamlessly.</p> <p>I add details and clues in just the right places and group my information clearly..</p>
<p>DEVELOPING _____</p> <p>My writing is descriptive. It provides details about my topic.</p> <p>My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>I tell rather than show.</p>	<p>DEVELOPING _____</p> <p>I know a lot about this topic. People can learn some important things from me. I sound like I've been learning a lot.</p>	<p>DEVELOPING _____</p> <p>My writing unfolds in a predictable way.</p> <p>My writing has a clear beginning, middle, and end.</p> <p>Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>
<p>BEGINNING _____</p> <p>My writing is vague. I don't know enough about my topic yet.</p> <p>My message is confusing. I'm still thinking-aloud on paper.</p> <p>Missing details make it hard for my reader to picture what I'm saying.</p>	<p>BEGINNING _____</p> <p>I am still learning about this topic. I'm not ready to teach others just yet.</p>	<p>BEGINNING _____</p> <p>My writing lacks organization. It's confusing.</p> <p>My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing.</p> <p>Details are missing or out of place.</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED _____</p> <p>My writing includes rich, precise words, and some of them come from the field that we studied.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED _____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>I use a variety of transitions and transitional phrases.</p>	<p>EXPERIENCED _____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING _____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING _____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I use some transitions and transitional phrases.</p>	<p>DEVELOPING _____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING _____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING _____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I need to use transitions and transitional phrases.</p>	<p>BEGINNING _____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

Writing Process

EXPERIENCED__

--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.

--I change my writing as I go, based on new ideas I develop or suggestions from other people.

--I make corrections in conventions.

--I look for ways to share my work with others.

DEVELOPING__

--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.

--I make at least one change to my writing when I'm working.

--I ask others to tell me how to improve my work. Sometimes, I make changes.

--I share my work when my teacher tells me to.

BEGINNING__

--My writing is usually based upon the first idea that comes to mind.

--I'm not sure how to make changes to my writing yet.

--My final copy is nearly identical to my rough draft.

--I don't share my work with other people.

Technology Integration	EXPERIENCED____	DEVELOPING____	BEGINNING____
	--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.	--My teacher helps me select and use technology tools that connect with my purposes.	--I use the single technology tool suggested to me by my teacher.
	--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.	--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise	--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.
	--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.	--I use selected technology tools to share my work with an audience.	--I am learning how I can share my work with an audience using technology tools.